

# Ilington CofE Primary School

## Pupil Premium Strategy Statement 2016-17



***At Ilington CofE Primary School we believe that every child should be supported to achieve success academically, socially and physically no matter what their background. The targeted and strategic use of Pupil Premium Grant supports us in achieving this.***

### Principles

1. We ensure that teaching and learning opportunities meet the needs of all of the pupils;
2. We ensure that appropriate provision is made for pupils who belong to vulnerable groups, this includes ensuring that the needs of socially disadvantaged pupils are adequately assessed and addressed;
3. In making provision for socially disadvantaged pupils, we recognise that not all pupils who receive free school meals will be socially disadvantaged;
4. We also recognise that not all pupils who are socially disadvantaged are registered or qualify for free school meals. We reserve the right to allocate the Pupil Premium funding to support any pupil or groups of pupils the school has legitimately identified as being socially disadvantaged;

5. Pupil premium funding will be allocated following a needs analysis which will identify priority classes, groups or individuals. Limited funding and resources means that not all children receiving free school meals will always be in receipt of pupil premium interventions at any one time.

### 1. Summary Information

<b>School</b>	Ilington CofE Primary School				
<b>Academic Year</b>	2016-2017	<b>Total PP Budget</b>	£4,993	<b>Date of most recent PP review</b>	n/a
<b>Total Number of Pupils</b>	54	<b>Percentage of pupils eligible for pupil premium</b>	3.7%	<b>Date for next review of this strategy</b>	January 2017

### 2. Current Attainment

	<b>Pupils eligible for PP (at our school)</b>	<b>Pupils not legible for PP (national average)</b>
% achieving age related expectations or above in reading, writing & maths	100%	75%
% achieving age related expectations in reading	100%	100%
% achieving age related expectations in writing	100%	83%
% achieving age related expectations in mathematics	100%	83%
% achieving age related expectations in GPS	100%	83%

### 3. Barriers to future attainment (for pupils eligible for PP including high ability)

<b>In-school barriers (issues to be addressed in school)</b>	
<b>A.</b>	High ability pupils who are eligible for PP are making slightly less progress than other high ability pupils in KS2 (Writing and Mathematics)
<b>B.</b>	Self-confidence and self-esteem is lower in PP children than their peers
<b>C.</b>	To ensure that KS1/2 PP children continue to make good progress and achieve a higher standard of learning in reading, writing and mathematics.
<b>D.</b>	
<b>External barriers (issues which also require action outside of school, such as low attendance)</b>	
<b>A.</b>	Change in family circumstances affecting emotional well-being
<b>B.</b>	

4. Outcomes		
	Desired outcomes and how they will be measured	Success Criteria
A.	Accelerated progress across KS2 to ensure middle ability PP pupils achieve a higher standard of learning in reading, writing and mathematics	Pupils eligible for PP identified as middle ability make accelerated progress across KS2 to enable them to achieve higher standard in reading, writing and mathematics. Measured by teacher assessment, analysing data, SATs data and moderation
B.	To continue to monitor/support Higher attainment PP pupils to ensure they continue to make good progress in KS1	All HA KS1 pupils achieve a higher standard in reading, writing and mathematics at the end of KS1. Measured by teacher assessment, analysing all school data, SATs data and moderation.
C.	To increase PP self-confidence and self-esteem	Children are highly engaged in all areas of the school curriculum and they have high levels of self-esteem and confidence in all situations. Measured by children's participation in extra-curricular activities, involvement in school projects, observation of emotional and social behaviour, analysing qualitative data (pupil conferencing/pupil voice)

#### 5. Planned expenditure 2016-17

i. Quality of teaching for all					
Desired outcome	Chosen action / approach	What is the evidence and rationale for this choice?	How will you ensure it is implemented well?	Staff lead	Costing / When will you review implementation?
A and B	- Changing are approach to how we teach mathematics/ no whole class teaching. All teaching/learning is focused on every pupil's individual need.	To ensure MA/HA continue to make expected progress from their starting points	- Regular staff meetings - Monitoring by HoS - Progress Meetings	TD/LB	Half termly
B	Pre/post teaching – children identified in lessons for extra teaching/learning through the use of formative assessment	A small percentage of HA children are not making the expected progress from KS1 in mathematics	Monitoring by HoS/class teachers - All HA on track to achieving their targets by the end of the year	TD	Weekly

A and B	To introduce the spelling programme that was trialled in Year 2 and year 6 across the whole school to ensure that spelling attainment increases in all year groups.	Following the success of y2/y6 results in spellings it is agreed that we will trial this across the whole school	- Monitoring all children's progress in spelling - summative data - observation of teaching/learning	TD	Half termly
<b>Quality of teaching – budgeted cost</b>					<b>£</b>
<b>ii. Targeted support</b>					
Desired outcome	Chosen action / approach	What is the evidence and rationale for this choice?	How will you ensure it is implemented well?	Staff lead	Costing / When will you review implementation?
All year 6 pupils make expected progress from KS1 in reading	1 to 1/ small group- Catch Up reading skills	This intervention ensured that 100% of year 6 children achieved expected level and 42% achieved greater depth.	TD Monitoring - every 3 week data check	TD	Every 3 weeks
All Year 6 pupils make expected progress from KS1 in writing	1 to 1 or/small group – guided write sessions	No PP children achieved greater depth in learning for writing last year.	TD monitor	TD	Every 3 weeks
All year 6 pupils make expected progress from KS1 in mathematics	-Pre/post teaching -Revision classes of arithmetic - Homework club	PP child did not make expected progress from KS1. To ensure all year 6 children make the expected progress from KS1	TD to monitor TD to coach/mentor TA that are implementing this intervention -Assessment (formative and summative)	TD	On-going
HA pupils are exposed to extra	Children attend mastery sessions at Exeter University.	To ensure that HA children continue to	TD to monitor	TD	On-going

opportunities which encourage/motivates them to remain at HA	Academy Sessions for children working at greater depth  Greater Depth Challenge Days.	be motivated to learn and want to achieve higher levels of learning.			
To increase self confidence and self-esteem of PP	PP are given a project that requires them to action plan, organise and achieve a given goal.	Through case studies and pupil voice it is clear that PP children have lower self-esteem to their peers	TD to organise	TD	On-going
To increase self confidence and self-esteem of pp	SEAL/PSHE art Therapy	Through case studies and pupil voice it is clear that PP children have lower self-esteem to their peers. Plus this intervention was implanted last year for year 6 pp only and we saw huge improvements in the pupil's self-confidence.	TD	TD	Half Termly
<b>Targeted support – budgeted cost</b>					<b>£4,993</b>
<b>iii. Other approaches</b>					
<b>Desired outcome</b>	<b>Chosen action / approach</b>	<b>What is the evidence and rationale for this choice?</b>	<b>How will you ensure it is implemented well?</b>	<b>Staff lead</b>	<b>Costing / When will you review implementation?</b>
<b>Other approaches – budgeted cost</b>					<b>£</b>
<b>Total allocated PP budget</b>					<b>£</b>

			<b>Targeted support Budget Costing</b>	